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NEWS AND NOTES

Dean J. H. Minnick, President of the National Council of Teachers of Mathematics, is preparing the program for the third annual meeting of the Council, to be held in Chicago, March 1, 1922, during the week of the N. E. A. It is hoped that the program of this meeting may even exceed the splendid programs of the preceding meetings. The Chicago Mathematic Teachers' Clubs are assisting in arranging for the meeting.

Mr. Alfred Davis, of St Louis, was elected President of the Central Association of Science and Mathematics Teachers for the years 1921-1922. Mr. Walter Gingery, of Shortridge High School, Indianapolis, is Chairman of the Mathematics section.

The New York City sections of the Associations of Teachers of Mathematics in the Middle States and Maryland met December 2, 1921, at the Aldine Club, for a dinner-program. The general topic of the program was "The Next Step in Junior High School Mathematics." The speakers and their subjects were: Professor David Snedden, Prescribed versus Elective Courses in Junior High School Mathematics; Dr. Joseph K. Van Denberg, The Next Step for the Administrator; Professor William H. Kilpatrick, The Next Step in Method; Professor C. J. Keyser, The Human Worth of Rigorous Thinking; Professor David Eugene Smith, The Next Step in Content.

Synopses of these papers will appear in the January number of the TEACHER.

The officers of the Section are: Raleigh Schorling, Chairman and Louise Webster, Secretary.

The Association of Teachers of Mathematics in Southern Massachusetts, met in Fairhaven, Mass., on Saturday, November 5, 1921. The following program was rendered: 1. How Often Should Tests Be Given?; Discussion led by Miss Louise Bullard, Taunton High School. 2. Should there be Tests where Absolute Perfection is Required on a Question? Discussion led by Miss Mary F. Hitch, New Bedford High School. 3. Should Tests Be Too Long for the Pupil of Average Ability to Finish? Discussion led by E. Estelle Miles, Durfee High School, Fall River. 4. Discussion of the Report of the National Mathematics Committee

on "Terms and Symbols in Elementary Mathematics," by Mr. Harry D. Gaylord, Brown and Nichols School, Cambridge, Mass.

The officers of the Association are: President, Mr. Edmund D. Searls, New Bedford; Vice-President, Miss Margaret English, Bourne; Secretary-Treasurer, Miss E. Estelle Miles, Fall River.

The Association of Teachers of Mathematics in New England held its nineteenth annual meeting at the Massachusetts Institute of Technology, on Saturday, December 3, 1921. The program follows: Geometry Understood, not Memorized, by Mr. Roland R. Smith, Newton Classical High School; Modern Methods in Junior High Schools, by Mr. Eugene R. Smith, Head Master, Beaver Country-Day School, Brookline, Mass., and Head Master, Park School, Baltimore, Md.; Graphic Solutions of Certain Systems of Equations, by Professor Robert E. Bruce, Boston University; A Geometric Picture Film, by Mr. Charles H. Sampson, Huntington School, Boston.

(This film is not an attempt to teach Geometry by means of moving pictures, but rather the beginning of an effort to create an interest in the subject by using moving picture films.)

The officers for 1921 are: Walter F. Downey, President, English High School, Boston; Professor Clinton H. Currier, Vice-President, Brown University; Harry D. Gaylord, Secretary, Brown and Nichols School, Cambridge. (Address, 448 Audubon Road, Boston), and Harold B. Garland, Treasurer.

The Mathematics Section of the Wisconsin State Teachers' Association met in Milwaukee on November 3. The program consisted of: Improvement of Instruction in Algebra, W. J. Osborn, Department of Public Instruction, Madison; The Mathematics of Life Insurance, L. W. Dowling, University of Wisconsin; The Work and Aims of the National Council of Teachers of Mathematics, Mary A. Potter, High School, Racine; Concrete Geometry in the Junior High School, W. H. Fletcher, State Normal School, Oskosh; discussion led by Mrs. Rose Bruins, High School, Racine.

The thirty-seventh meeting of the Teachers of Mathematics in the Middle States and Maryland was held Saturday, November 26, at Swathmore College in affiliation with the Association of Colleges and Preparatory Schools.

At the morning session a discussion of the new College Entrance Requirements in Mathematics was led by Dr. Jonathan T. Rorer of the William Penn High School, Philadelphia, Dr. H. Ross Smith of the South Philadelphia High School for Boys, Philadelphia, and Miss Elizabeth F. Johnson, of the Baldwin School, Bryn Mawr.

Dr. Rorer emphasized the desirability of having the college units reflect accurately the time needed. He also urged the inclusion of constructive geometry. He heartily supported the tentative report of the National Committee and felt that on the whole the college requirements were being made harder except from the point of view of the exceptionally trained and enthusiastic teacher. Mr. Smith felt pleased in seeing little or no emphasis on the function concept. He deplored the omission of specific emphasis on literal equations. Miss Johnson made a strong plea for pure mathematics. Applied mathematics, she contended, cannot exist unless pure mathematics is kept well in advance of it. The discussion was then taken up by Professor Chambers, Mr. Betz, Dean Hawkes and Professor Young.

Mr. Ernest H. Koch of the High School of Commerce, New York City, gave a report on the survey made by the Mathematics Department of the New York Society for Experimental Study of Education cooperating with the National Committee of Mathematics Requirements. The report was a composite of the answers to a questionnaire sent to representative college professors and another sent to representative leaders of industry. They were asked to indicate the use for and the need of various topics in mathematics and the relative importance that they would attach to such topics. Although the results indicated a slight shift of emphasis, on the whole the report supported the proposed secondary school course in mathematics.

In the afternoon session, Mr. W. E. Breckenridge of Teachers College, New York City, spoke on the slide rule in mathematics courses. He dwelt on three points: (1) Recent developments. (2) A few points on theory and (3) Equipment.

Professor J. W. A. Young of Dartmouth College, Chairman of the National Committee on Mathematics Requirements, gave an inspiring paper on Ninth Year Mathematics. He spoke of

the aims and of the fact that ninth year work could and should be conducted independent of college requirements. He felt that the ninth year should include a more comprehensive program than the traditional course in algebra alone.

The meeting was concluded by transaction of business which included the adoption of an amendment to article 9 of the constitution and the adoption of the amendment that the General Association should ask for twenty-five cents per member from each section for the expenses of the parent association. There followed the election of officers for next year. Director C. B. Walsh of the Friends Central School, Philadelphia, was elected President of the Association.

The fifteenth annual high school conference of the University of Illinois was held at Urbana, November 17-19, 1921. About 3,000 persons attended.

Among the sixteen sections of the conference, the Mathematics was one of the largest. Over two hundred registered in this section. The program was chiefly the work of C. M. Austin, of Oak Park, Ill. There were two sessions, each three hours in length. At the morning session, Mr. R. L. Modesitt, of Charleston, gave a scholarly paper on Fundamental Principles of Algebra. Miss Emma C. Ackerman, of Lockport, aroused much interest in the Proper Amount of Drill in Elementary Algebra. Mr. E. W. Schreiber, Maywood, and Mr. C. M. Austin, Oak Park, reported a study in their schools to determine whether there is any relation between general intelligence and ability to high school algebra. They found a high correlation between achievement in algebra and I. Q. Mr. H. C. Wright, Chicago, gave some of the details of teaching algebra to freshmen without assigning home work. In the afternoon, Mr. G. A. Harper, Kenilworth, read a paper on Experimental Geometry—What? Where Taught? Miss Lida C. Martin, Decatur, reported an experiment in testing mathematics teaching in several Illinois high schools. The testing had led to improved results in several schools. The program was concluded by a symposium on the report of the National Committee on the Reorganization of the First Courses in Secondary School Mathematics, by J. T. Johnson, Chicago; Jessie D. Brackensiek, Quincy; Ruth Utley, Rockford; J. K. Mc-

Donald, Decatur; Grace E. Madden, Champaign, and George H. Fischer, St. Charles. The speakers expressed approval of the general mathematics proposed by the National Committee.—(H. C. Wright.)

The Use of the Slide Rule Permitted on Regents' Examinations in New York State. The State Department of Education of New York State requests that publicity be given to the following statement: "In the examinations in Trigonometry and Intermediate Algebra, the use of the Slide Rule for checking is permitted, provided that all computations are shown on the answer paper." It is the intention of the State Department that pupils using the Slide Rule proceed as follows:

1. Work the problem by the use of the tables.
2. Check the problem by working it on the Slide Rule.
3. If the Slide Rule shows an error, search for the error and correct it.
4. If the Slide Rule shows no error, and if time allows, make an additional check by logarithms or natural functions.

If the question paper calls for a check, it will not be sufficient to say "Checked by the Slide Rule." The pupils will be required to show on the answer paper a check by logarithms or natural functions. However, the use of the Slide Rule will save time in detecting and locating any error that may exist.